

**Texas Education Agency
Standard Application System (SAS)**

2018–2019 Texas 21st Century Community Learning Centers, Cycle 10, Year 1				
Program authority:	Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)			FOR TEA USE ONLY Write NOGA ID Place date stamp here. <div style="text-align: right; padding-top: 50px;"> RECEIVED TEXAS EDUCATION AGENCY MAY -1 PM 1:15 </div>
Grant Period:	August 1, 2018 – July 31, 2019			
Application deadline:	5:00 p.m. Central Time, May 1, 2018			
Submittal information:	Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: <div style="text-align: center; margin-top: 10px;"> Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494 </div>			
Contact information:	Christine McCormick, 21stcentury@tea.texas.gov			
Schedule #1—General Information				
Part 1: Applicant Information				
Organization name		County-District #	Amendment #	
San Antonio ISD		015907		
Vendor ID #	ESC Region #	DUNS #		
74-6002167	20	069451631		
Mailing address		City	State	Zip Code
141 Lavaca Street		San Antonio	TX	78210
Primary Contact				
First name	M.I.	Last name	Title	
Michele		Kelley	Director – Extended Day	
Telephone #	Email address		FAX #	
210-554-2605	Mkelley1@saisd.net			
Secondary Contact				
First name	M.I.	Last name	Title	
John		Strelchun	Director – District Grants	
Telephone #	Email address		FAX #	
210-554-2535	jstrelchun@saisd.net			
Part 2: Certification and Incorporation				

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name	M.I.	Last name	Title
Pedro		Martinez	Superintendent of Schools
Telephone #		Email address	FAX #
210-554-2281		Pmartinez1@saisd.net	
Signature (blue ink preferred)			Date signed


 Only the legally responsible party may sign this application.

701-18-111-102

Texas Education Agency

Schedule #1—General Information

Amendment # (for amendments only):

County-district number or vendor ID: 015907

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application. For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19	Private Nonprofit School Participation	<input checked="" type="checkbox"/>	N/A
21	Program Information Addendum		

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations

INSTRUCTIONS: This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit.

Public IHEs are generally included, and nonprofit organizations are generally not included.

Section 1: Applicant Organization's Fiscal Year

Start date (MM/DD): _____ End date (MM/DD): _____

Section 2: Applicant Organizations and the Texas Statewide Single Audit

Yes: ☐ No: ☐

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Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Part 1: Required Attachments

No program-related or fiscal-related attachments are required to be submitted with this grant application.

However, please note that nonprofit organizations, excluding ISDs and open-enrollment charter schools, will be required to submit proof of nonprofit status (see General and Fiscal Guidelines, Required Fiscal-Related Attachments, for details) prior to TEA issuing a grant award.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances. **Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.**

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>Every Student Succeeds Act Provisions and Assurances</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The program will take place in a safe facility that is properly equipped and accessible to participants and family members.
4.	The proposed program was developed, and will be carried out, in active collaboration with the schools that participating students attend, including through the sharing of relevant data among the schools, all participants of the eligible entity, and any partnership entities in compliance with applicable laws relating to privacy and confidentiality and in alignment with the challenging state academic standards and any local academic standards.
5.	The program will target students who primarily attend schools eligible for schoolwide programs under ESEA as amended by Section 1114, and the families of such students.
6.	Applicants that receive priority points for serving: 1) students in schools implementing comprehensive support and improvement activities or targeted support and improvement activities under ESEA as amended, Section 1111(d) and other schools determined by the local educational agency to be in need of intervention and support and 2) students who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities or who lack strong positive role models assure that they will target these students.
7.	The community has been given notice of an intent to apply and that the application and any waiver request will be available for public review after submission of the application.
8.	The applicant will adhere to the level of services in the approved application and in the agreed-upon center operation schedules and will provide those services to eligible students through this and all continuation and renewal grant periods, as applicable. Applicant acknowledges that proposed amendments that reduce the level of services to below the Year 1 awarded application will be approved only in extreme or unusual circumstances and that failure to adhere to service levels and student targets will result in reduced funding during the subsequent continuation grant period. Grant funds remaining unexpended at the end of the expenditure reporting period for the grant award will not be made available by TEA to supplement continuation grant awards.
9.	Services for students and families will begin no earlier than the grant start date of August 1, 2018 and no later than September 4, 2018.

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Schedule #2—Required Attachments and Provisions and Assurances (cont)

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

10.	<p>The applicant will adhere to a TEA-approved schedule that meets or exceeds program service requirements at each center and that provides a consistent and dependable schedule of weekly activities for all students enrolled. The applicant agrees to meet with TEA or its contractors after awards are announced and before the start date of the program to develop an approvable operation calendar for each center.</p> <ul style="list-style-type: none"> • A minimum of 35 weeks per year across all terms, including summer. TEA will count only the weeks in which a center offered the minimum number of hours-per-week toward the 35-week total. Make-up hours will be credited. The week runs from Sunday through Saturday. • A minimum of five days per week for the fall and spring terms. • A minimum of 15 hours per week (applicants should not propose to offer more than 20 hours of programming per week). Note: Transportation time that exceeds 30 minutes per-day shall not be counted towards minimum hours-per-week of programming. • A minimum of six weeks and four hours per day, four days per week during the summer term. Continuous weeks are not required. Grantees may offer four weeks of summer programming during the grant period that ends July 31, 2019, but if approved, the grantee must offer two weeks of summer programming in the subsequent continuation period between August 1, 2019, and the first student attendance day for the 2019–2020 school year. • Hours dedicated to program activities for adult family members will not count toward student programming.
11.	Services will be provided at no cost to participants. Grantees are prohibited from collecting fees, including late pickup fees or any other fee.
12.	Activities will be supervised at all times by qualified staff at adult to student ratios that meet or exceed TEC Chapter 25, Subchapter D requirements or other state required ratios as applicable.
13.	Center-level activities will be a minimum of 45 consecutive minutes in length and planned for each hour that a center is operating. Activities will be intentionally designed to address student needs and student voice, aligned with state standards and developed using a planning tool such as the Texas ACE© Activity/Unit and Lesson Plan Worksheet. Activities will reflect each of the following four components during each term: academic assistance, academic enrichment, family and parental support, and college and workforce readiness (grades 9-12 only).
14.	Academic, academic enrichment, accelerated learning, and tutoring activities will align with the regular school day program and state standards. Enrichment activities will enhance the academic-related activities of the regular day and/or be aligned with a documented student or campus need.
15.	All activities will occur at an approved center or, on a limited and pre-approved basis, at an adjunct site or during an approved field trip. Activities at a non-approved location, such as a feeder school, are unallowable and will not be charged to the grant.
16.	Grantee will offer families of students served by the program opportunities for active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Family activities will be designed to meet the identified needs of each center's families and students; the needs of working families will be specifically addressed. Activities will be ongoing and consistently available throughout each term. The number of family members served will be proportional to the targeted number of students.
17.	All required staff positions will regularly participate in training and other opportunities offered by the Texas ACE© program. In addition, the grantee will regularly provide program-specific in-person training to center-level staff and will document the content and attendance of training events.

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Schedule #2—Required Attachments and Provisions and Assurances (cont)	
County-district number or vendor ID: 015907	
Amendment # (for amendments only):	
Part 3: Program-Specific Provisions and Assurances	
18.	Grantee assures that it will regularly engage a group of stakeholders, new or existing, to serve as a community advisory council charged with providing continuous feedback and involvement to increase community awareness and program quality, evaluate program effectiveness, and inform operations and sustainability plans. Membership will be diverse and qualified to support efforts to increase quality and visibility of the program in the community.
19.	The grantee will cooperate with TEA and its contractors in conducting state-required activities, including but not limited to program implementation monitoring, statewide evaluation, compliance, technical assistance, and capacity building.
20.	Local grant programs will include the Texas ACE® logo in all outreach and communication materials and the grantee will comply with Texas ACE® branding guidelines.
21.	The applicant agrees to submit required data for state program evaluation, compliance monitoring, and federal reporting in the format and timeline provided by TEA. Grantee agrees to submit required logic models, sustainability plans, program evaluation reports, and any other required reports or products in accordance with the format provided by TEA.
22.	<p>Grantee will adhere to the Texas 21st Century Student Tracking (TX21st) system data reporting requirements Grantee Profile, Funding, Contacts, Partner, Center Profiles, Center Contacts, Center Operations, Feeder Schools, Activities, and Schedule data will be entered in August and will be updated as changes in any of the data occur. Center Operations data will be updated at the beginning of each term. Data entered in the system must support the approved application and operating schedule.</p> <ul style="list-style-type: none"> • Participant and enrollment data will be entered in August or September, depending on the center schedule. • Attendance data will be entered daily or weekly. • Exception reports and data corrections will be completed and reviewed by the project director • Grantee will coordinate with the school district to collect and enter school day attendance and grades data into TX21st.
23.	The grantee agrees to conduct annual local program evaluation at the center and grant levels that assesses the following objective measures: school day attendance, core course grades, mandatory discipline referrals, on-time advancement to the next grade level, high school graduation rates, and high school student career competencies. The results of the local evaluation will be used to refine, improve, and strengthen the local program and will be made available to the public upon request, with public notice of such availability provided.
24.	Applicant will comply with any program requirements written elsewhere in this document.

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Schedule #3—Certification of Shared Services

County-district number or vendor ID: 015907

Amendment # (for amendments only):

I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. **Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable.** Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent				
1.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Member Districts				
2.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
3.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
4.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
5.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
6.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
7.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
8.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	

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Schedule #3—Certification of Shared Services (cont.)				
County-district number or vendor ID: 015907			Amendment # (for amendments only):	
#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Member Districts				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Grand total:				

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Schedule #4—Request for Amendment

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail *or* by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division Administering a Grant page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
7.	Total direct costs:		\$	\$	\$	\$
8.	Indirect cost (%):		\$	\$	\$	\$
9.	Total costs:		\$	\$	\$	\$

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Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #4—Request for Amendment (cont.)			
County-district number or vendor ID: 015907		Amendment # (for amendments only):	
Part 4: Amendment Justification			
Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The San Antonio Independent School District (SAISD) is a large, urban school district serving approximately 49,000 students in San Antonio, Texas. SAISD plans to implement a 2018–2019 Texas 21st Century Community Learning Centers (CCLC), Cycle 10 grant at 8 campuses: Ball, Cotton, Harris, Longfellow, Margil, Neal, Schenck, and Hirsch. The proposed program design is aligned strongly with the purpose of the 21st CCLC Grant program in that it "will provide academic enrichment opportunities for children.... who attend high need, high-poverty, and low-performing schools..." The program, titled SAISD Afterschool Centers on Education (SAISD ACE), will serve children from grades K- 8 and is projected to serve 755 students. The extended learning time provided through the SAISD ACE program will benefit a predominantly low income, minority majority population whose families traditionally do not have the resources to afford structured afterschool enrichment programs. The SAISD ACE program aligns with the District's Blueprint for Excellence: Target 2020 which outlines the District's cohesive educational plan designed to prepare students for success from the moment they enter our schools in pre-kindergarten all the way through to high school graduation.

Budget Development

In developing a budget for this grant program, the District prioritized using grant funds to meet the needs identified during the needs assessment process. Additionally, SAISD implements an Extended Day program with funding assistance provided by the City of San Antonio (CoSA). Grant funds will leverage CoSA to provide an "best in class" program to students. All expenses were deemed allowable activities and use of funds as per the grant purpose and TEA guidelines related to specific costs.

Demographics

The campuses will serve approximately 755 children ages 4-14 in grades PK-8. The campuses have demographic reflective of the District which is comprised of a population that is 73% at-risk, 91% economically disadvantaged, and is minority majority (96% Black/ Hispanic, 2% White/ Other). Additionally, two of the campuses, Ball and Cotton, are designated as 2017-2018 Priority Schools by TEA.

Needs Assessment Process & Management Plan

The SAISD ACE program will be managed by the SAISD Extended Day Department and staffed by contracted extended day program providers. SAISD Extended Day staff and program providers conducted a survey of teachers, students, and parents at proposed sites. Feedback gathered was used to identify needs and leverage grant funds to provide a more engaging program. Additionally, student achievement data was reviewed to identify which sites would benefit most by having extended learning. The SAISD ACE program will be managed by the SAISD Director of Extended Day and staffed according to the ACE Blueprint Cycle 9 v3. recommendations.

Evaluation Method

SAISD will evaluate the program qualitatively and quantitatively by reviewing student enrollment, activities provided, attendance, and feedback provided via a survey. Additionally, grant funds will be used to hire an external evaluator to assist with program evaluation.

Statutory/ TEA Requirements & Priority Points

This grant application comprehensively addresses all statutory and TEA program requirements. Additionally, SAISD is pursuing the following priorities for funding: including one or more 2017-2018 Priority or Focus Schools that also has/have an at-risk population greater than the state average; jointly submitting the application with an eligible entity; and a written letter of sustainability signed by majority of the elected members of the local school board is attached.

SAISD has successfully implemented extended day programming in pursuit of improving academic performance. A 21st CCLC, Cycle 10 grant will provide the resources to implement a successful program where students, staff, and parents are all being served by an engaging program. The SAISD ACE program will supplement and reinforce activities which have shown great success in SAISD. Specifically, it will enhance and provide support to afterschool programming, enrichment activities, and family engagement.

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Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #6—Program Budget Summary					
County-district number or vendor ID: 015907			Amendment # (for amendments only):		
Program authority: Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)					
Grant period: August 1, 2018, to July 31, 2019			Fund code/shared services arrangement code: 265/352		
Budget Summary					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$955,779	\$0	\$955,779
Schedule #8	Professional and Contracted Services (6200)	6200	\$412,870	\$24,000	\$436,870
Schedule #9	Supplies and Materials (6300)	6300	\$18,430	\$0	\$18,430
Schedule #10	Other Operating Costs (6400)	6400	\$55,569	\$0	\$55,569
Schedule #11	Capital Outlay (6600)	6600	\$0	\$0	\$0
	Consolidate Administrative Funds			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Total direct costs:			\$1,442,648	\$24,000	\$1,466,648
2.274% indirect costs (see note):			N/A	\$33,352	\$33,352
Grand total of budgeted costs (add all entries in each column):			\$1,442,648	\$57,352	\$1,500,000
Shared Services Arrangement					
6493	Payments to member districts of shared services arrangements		\$0	\$0	\$0
Administrative Cost Calculation					
Enter the total grant amount requested:					\$1,500,000
Percentage limit on administrative costs established for the program (5%):					× .05
Multiply and round down to the nearest whole dollar. Enter the result.					\$75,000
This is the maximum amount allowable for administrative costs, including indirect costs:					

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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Schedule #7—Payroll Costs (6100)				
County-district number or vendor ID: 015907			Amendment # (for amendments only):	
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional				
1	Teacher			\$
2	Educational aide			\$
3	Tutor			\$
Program Management and Administration				
4	Project director (required)	1		\$83,600
5	Site coordinator (required)	8		\$577,280
6	Family engagement specialist (required)	1		\$55,000
7	Secretary/administrative assistant		1	\$14,256
8	Data entry clerk			\$
9	Grant accountant/bookkeeper			\$
10	Evaluator/evaluation specialist			\$
Auxiliary				
11	Counselor			\$
12	Social worker			\$
Education Service Center (to be completed by ESC only when ESC is the applicant)				
13	ESC specialist/consultant			\$
14	ESC coordinator/manager/supervisor			\$
15	ESC support staff			\$
16	ESC other			\$
17	ESC other			\$
18	ESC other			\$
Other Employee Positions				
19	Title			\$
20	Title			\$
21	Title			\$
22	Subtotal employee costs:			\$730,136
Substitute, Extra-Duty Pay, Benefits Costs				
23	6112	Substitute pay		\$
24	6119	Professional staff extra-duty pay		\$42,000
25	6121	Support staff extra-duty pay		\$
26	6140	Employee benefits		\$183,643
27	Subtotal substitute, extra-duty, benefits costs			\$225,643
28	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$955,779

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 015907		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$0
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$0
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Extended Day Program Providers – Staff and purchase supplemental materials for SAISD ACE program at selected sites and provide services to students.	\$388,870
2	Texas A&M – San Antonio – Provide college students who will deliver tutoring and academic support to students.	\$12,000
3	Our Lady of the Lake University – Provide college students who will deliver tutoring and academic support to students.	\$12,000
4	External evaluator – Provide objective evaluation services to the grant.	\$24,000
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$436,870
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$0
(Sum of lines a, b, and c) Grand total		\$436,870

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #9—Supplies and Materials (6300)	
County-District Number or Vendor ID: 015907	Amendment number (for amendments only):
Supplies and Materials Requiring Specific Approval	
Expense Item Description	Grant Amount Budgeted
6300 Total supplies and materials that do not require specific approval:	\$18,430
Grand total:	\$18,430

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 015907		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$18,000
6412	Travel for students to conferences (does not include field trips). Requires pre-authorization in writing.	\$0
	Specify purpose:	
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$0
6413	Stipends for non-employees other than those included in 6419	\$0
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$0
Subtotal other operating costs requiring specific approval:		\$18,000
	Remaining 6400—Other operating costs that do not require specific approval:	\$37,569
Grand total:		\$55,569

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #11—Capital Outlay (6600)				
County-District Number or Vendor ID: 015907			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$
66XX—Computing Devices, capitalized				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX—Software, capitalized				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX—Equipment or furniture				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				\$
Grand total:				\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #14—Management PlanCounty-district number or
vendor ID: 015907

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the desired qualifications, experience, and any requested certifications of the primary project personnel projected to be involved in the implementation and delivery of the program. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director	Must have: 3+ years of experience implementing and managing ACE/similar program; experience using student assessment data to plan, budgeting experience; experience managing a staff team; Bachelor's degree in Education (master's preferred)
2.	Site Coordinator(s)	Must have: 2+ years of experience planning, implementing ACE/similar program; experience with data-based planning; a bachelor's degree in Education (master's preferred).
3.	Family Engagement Specialist	Min: Bachelor in Education or related field or equivalent training, strong communication & interpersonal skills, familiar with the community & support agencies, must be adaptable to meet the needs of the families; work flexible hours to work in evening.
4.	External Evaluator	Must have: 10 years formal training in research/ evaluation; experience evaluating similar educational activities; content knowledge; strong data collection and analysis communication skills; cultural sensitivity; compatible evaluation philosophy; able to serve as key team member.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

#	Objective	Milestone	Begin Activity	End Activity
1.	Improve Academic Performance Especially in ELAR & Mathematics	1. Initial selection of most in-need students & recruit	08/01/2018	09/30/2018
		2. Purposeful recruitment parent contacts	08/01/2018	09/30/2018
		3. Coordinated curriculum development between school day & after school	08/01/2018	06/05/2019
		4. Decide critical academic needs by subject/grade	08/01/2018	06/05/2019
		5. Provide PD on hands-on engagement	08/01/2018	09/30/2018
2.	Improve School Day Attendance on All Campuses	1. Target students who exhibit chronic absenteeism, purposeful parent contact & recruit	08/01/2018	09/30/2018
		2. Monthly monitor school day attendance & recruit students who have missed 5+ days a semester	10/01/2018	06/05/2019
		3. Utilize Student/Parent Voice & Choice to increase attendance	09/06/2018	06/05/2019
3.	Reduce Discipline Referrals & Increase Positive Behavior	1. Target students who exhibit poor school day behavior & purposeful parent contacts & recruit	08/01/2018	07/31/2019
		2. Obtain signed parents & students behavior compacts	08/01/2018	07/31/2019
		3. Monthly monitor behavior referrals; recruit students as needed	10/01/2018	06/05/2019
4.	Improve Promotion Rates	1. Target students in danger of not being promoted; hold parent contact & recruit	08/01/2018	09/30/2018
		2. Monthly monitor behavior referrals; recruit students as needed	10/01/2018	06/05/2019
5.		1.		
		2.		

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Statutory Requirement 1: Describe how the eligible entity evaluated community needs and resources. Describe the results, including the resources available in the community, and how the program strategies and activities proposed to be carried out in the center(s) will address those needs. Specifically address the needs of working families. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

In developing the SAISD ACE program for the proposed sites, SAISD conducted a qualitative and quantitative assessment of each site by reviewing student data, evaluating the current extended day program at each site, and gathering stakeholder input.

The first step in the community evaluation was determining proposed site locations. Currently, SAISD operates an extended day program in partnership with the City of San Antonio at 68 campuses. SAISD leveraged this partnership during its implementation of the 21st CCLC, Cycle 9 grant with great success. As sites were able to supplement existing funding with grant funding to provide a more structured and engaging learning experience for students. Sites considered for participation had attendance rates of 85% for the extended day program. Additionally, student data was reviewed to determine where grant funds could make the greatest impact on student achievement. SAISD knows the extended day program is effective at increasing student performance as illustrated in the table below:

% of students that maintain a "C" or equivalent or higher in:

	Reading	Math	Science
EDP students	90.5%	87.1%	96%
Non-ASCP students at the affiliated site campus that offer EDP	86.1%	80.7%	90.4%

Accordingly, SAISD ACE program is incorporating two Priority schools (Ball and Cotton) into the program and all proposed sites have at-risk population above 50% as outlined in Schedule #17. These students will benefit from the extended learning time provided by the SAISD ACE program.

Furthermore, SAISD engaged project stakeholders from each proposed site location to evaluate available resources, proposed changes, and unmet needs. As discussed, all sites have an existing extended day program which is staffed by non-profit afterschool providers. These providers are experts at afterschool programming and are familiar with the schools and students participating in the program. The providers are an invaluable resource currently available to the campuses and were instrumental in developing the program. Additionally, the site coordinators conducted a student survey during the development of this application to determine what enrichment activities students wanted as part of the program. SAISD know from previous experience the enrichment programs can entice students to stay for the academic portion of the SAISD ACE program. Accordingly, SAISD will incorporate survey results into the program design.

Also, Harris and Longfellow Middle Schools were recipients of a Verizon Innovative Learning Schools (VILS) grant provided tablets and "hotspots" to every student on campus. Accordingly, ACE programming at those sites will leverage those resources and feature technology activities. This is symbolic of how the SAISD ACE program will be integrated and supplemental to the activities each campus is implementing.

Finally, SAISD will partner with the University of Texas A&M – San Antonio and Our Lady of the Lake University to bring college students who will provide tutoring to students. College students selected to participate in the program will come from each university's respective College of Education. These college students have a vested interest in working alongside students and have the benefit of developing their craft. Having college students working with students not only helps students academically, it fosters a college going culture as well.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Statutory Requirement 2: Describe the planned partnership between the applicant and the proposed eligible partner organization(s) listed on Schedule 3 – Certification of Shared Services, including how the partnership will contribute to achieving stated objectives and sustaining the program over time, or provide evidence that the LEA is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements. *Check the box that applies to this application. Response is limited to space provided, front side only.*

Use Arial font, no smaller than 10 point.

☒ This applicant is part of a planned partnership.

☐ This applicant is unable to partner.

The SAISD ACE program is part of a planned partnership between SAISD, YMCA of Greater San Antonio, and other afterschool program providers. Currently, SAISD sub-contracts with non-profit organizations to deliver the Extended Day Program with funding provided by the City of San Antonio. The SAISD ACE program will build upon successful partnerships to deliver high-quality academic and enrichment programs to students.

The agencies provide staff who offer homework assistance to students and they have seen great success in improving student academic achievement, attendance, and behavior issues. Accordingly, the SAISD ACE plan will utilize the agencies to deliver program activities. The decision to continue the partnership has several benefits including student familiarity and rapport with the families. Each agency has shown their level of commitment by providing a letter of support for the SAISD ACE program. SAISD staff and the non-profit providers met during the development of the 21st Century Community Learning Center, Cycle 10 application. The providers and SAISD staff agreed to continue with the Extended Day Program and enhance it with 21st Century Grant funds. The Project Director, Site Coordinator, and Family Engagement Liaison will work closely with the providers during the implementation of this project.

SAISD is applying for priority points under this grant application through the joint application of this grant in partnership with YMCA of Greater San Antonio as evidenced through the attached letters.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Statutory Requirement 3: Describe how the proposed program will impact performance, attendance, discipline referrals, advancement, and, if applicable, high school graduation rates and career competencies. If the program proposes to impact additional local measures or objectives, state those here and describe how the program is designed to impact those. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

The vision for the SAISD ACE is for the complete alignment between the regular school day and out-of-school time academic and enrichment activities. According to the Afterschool Alliance, the only organization dedicated to raising awareness of the importance of afterschool programs, "Afterschool programs that are aligned with the school day curriculum can support student learning and attack the achievement gap by offering additional supports to struggling students that complement and reinforce learning that takes place in the classroom in new and exciting ways." Additionally, while promoting academic performance will be the primary goal of the SAISD ACE program, improving student attendance and discipline referrals will be a focus as well.

The SAISD ACE program will impact student performance through the intentional use of data to drive academic interventions. Data sharing and review by the Project Director and Site Coordinator will be used to guide the extended day staff. Linking data with afterschool activities can take the form of homework help, tutoring or reinforcing school day lessons. Every student in the SAISD ACE program will receive academic support which is tailored to their needs according to data. Furthermore, the ACE Site Coordinator will solicit teacher recommendations for students who are having trouble achieving and sustaining academic gains in reading and math. Provisions will be made for students to have additional time for students to complete homework and participate in additional math and reading enrichment. During homework time, students will be grouped with grade level peers so that they can focus on grade level assignments and use peer collaboration to deepen their understanding of the curriculum. Using data from school day results, students will be later grouped together by reading and math proficiency during enrichment activities. Frequent and ongoing daily communication between classroom teachers and extended day staff will contribute greatly to student success.

Additionally, SAISD recognizes that it is essential that parents and families are engaged in student learning and are crucial to positively impacting student attendance and behavior. The SAISD ACE program will be a complementary learning environment that utilizes parents as a resource in connecting school and afterschool education which ensures learning continues even when children are not in the classroom. To this end, the SAISD ACE program will provide parents with the resources and knowledge needed to help their child. It will accomplish this goal by providing homework help classes, adult GED/ESL classes, and Family Literacy/ Talent Showcases scheduled monthly at each ACE site. Preparing parents with the skills to help their child and providing a safe, structured place to implement those skill increases parent involvement which in turn aids behavior and attendance.

Finally, the SAISD ACE program is a highly sought-after program at the selected campuses. As part of the program design, there is an attendance requirement that students must maintain to be eligible for the program. The requirement serves the dual purpose of encouraging students to attend the regular school day and encourages parents to make sure their child is attending school.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Statutory Requirement 4: Explain how the program will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, positive youth development of the students, and, if applicable, postsecondary and workforce preparation. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

The SAISD ACE Program will implement best practices outlined in the Texas Ace Blueprint for Cycle 9, v3. which are proven to improve student outcomes by developing intentional activities which expand the regular school day. The SAISD ACE planned activities were developed with the purpose of addressing gaps identified in the community evaluation process. The Texas ACE Blueprint model will serve as the managing plan during grant implementation. Each center will develop activities or programs across the four core components outlined in the Four Component Activity Guide: Academic Assistance; Enrichment; Family and Parental Support Services; and College and Workforce Readiness. All activities currently planned align with or are directly related to activities found in the Texas Ace-Four Component Activity Guide. The Project Director will work with the SAISD ACE staff, afterschool program providers (YMCA of Greater San Antonio), and parents to develop new activities during the implementation of the grant. The Activity Alignment Form will guide any new activities suggested for implementation to ensure the proposed activities align with TEA strategic directions and objectives and the campus plan.

In addition, activities will be planned and readjusted by using PEIMS & the Measures of Academic Progress (MAP) Assessment data every 3 and 6 week reporting period. This information is the most reliable & trusted measure throughout the year to determine progress and needs. Any regular school staff and ACE program employee can suggest during meetings & evaluation a student's need, conduct behavior, and/or comments of parental involvement and needs. One-on-one contact of student and staff has proven to be beneficial in recognizing needs that scientific data cannot always identify. Priority of enrichment activities will be based on the community needs assessment, but student/family opinion and choices will be considered. SAISD recognizes the importance of balancing the activities that meet the needs but also providing what students and family members want. The survey administered during the development of the grant application will determine what activities are incorporated into the program implementation. Performance measures will follow those as designated in the PRIME Blueprint including the development and administration of surveys to collect information to make programs successful. In addition, we will gather the information needed for behavior intervention. The project director and site coordinators will conduct center & activity observations on a regular basis and provide feedback to staff. The success in our current foundational programs had been based on research completed by *Diedrich, McElvain, and Kaufman (2005)* who found that "... afterschool programs are a proven way to reach the neediest students in meaningful ways while considering their varied backgrounds and cultures. These programs help provide additional support to struggling learners, reduce drug use & prevent violence and youth crime. In addition, the San Diego Office of Education (2004) found "... *extending the learning time help in closing the objectively measured academic performance among sub-groups.* .

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Statutory Requirement 5: Describe the proposed program activities and how they are expected to improve student academic achievement and overall student success. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

As stated in the Executive Summary, the percentage of students from economically disadvantaged backgrounds at the participating campuses is 91% and 73% of students are designated as "at-risk". Accordingly, the SAISD ACE program activities are based on exposing students to activities they traditionally do not have access to and supporting them academically to ensure they are making adequate progress towards student achievement. The activities are based on the community assessment conducted on each campus and student performance data.

The academic focus of this project involves tutoring, homework help, etc. to give students structured, additional time to complete their homework. Students will receive targeted, supplemental instruction due to a strong alignment between the regular school day and afterschool activities. SAISD ACE staff will customize academic interventions in correspondence to the verified needs of each school's students through the analysis of student data and communication with teachers. Students who continue to struggle with core subjects such as math and reading will receive intensive tutoring until acceptable performance is achieved as evidence through curriculum-based assessments. Academic achievement fostered during the regular academic year will be retained and accelerated through six weeks of summer programming

Additionally, students will be given time to explore their interests through enrichment activities that promote learning through fun. The supplemental enrichment activities are all researched based and have been shown to make a positive impact in academic achievement and student growth. Enrichment activities will be designed to introduce students to activities they traditionally would not have the opportunity to experience outside of the SAISD ACE program. For instance, golf will be a prominent feature of the program. Golf is a popular activity in San Antonio, but the cost associated with entry reduces students' chance to learn and benefit from the sport. Addition enrichment activities will include STEM integration activities such as robotics and building block activities where students can design and build working models. Arts integrated activities such as pottery and clay will also be a featured activity. It will give students an opportunity to develop their creative interests.

Finally, the SAISD ACE program will provide students with skills that are needed to make them successful in their educational endeavors. Paramount to this success is the involvement of the parents who need to be able help their child learn. Thus, the SAISD ACE program will promote parent engagement by providing parents with resources which will aid them in assisting their child complete homework assignments. Providing parents with these resources is vital to student achievement as illustrated by the Harvard Family Research Project which states, "homework can be a powerful tool for (a) letting parents and other adults know what the child is learning, (b) giving children and parents a reason to talk about what's going on at school, and (c) giving teachers an opportunity to hear from parents about children's learning." Additionally, the SAISD ACE program will actively give parents a "voice and choice" in determining which enrichment activities are offered as the program progresses.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Statutory Requirement 6: Describe the applicant's plan to disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

SAISD will use a multi-faceted approach to disseminating information regarding the community learning centers. Pamphlets, brochures, and newsletters will provide information regarding the project's location, hours, goals and enrollment availability. All written materials will be produced in both English and Spanish. Each flier will include a phone number from which parents or families can obtain additional information. Additionally, SAISD will utilize social media including Facebook and Twitter to provide up-to-date information regarding the project. Each campus' website will post learning center information.

The Project Director, with support from the Site Coordinators and the Family Engagement Specialist, will make at least monthly outreach and communication contacts with parents, the neighboring community and key stakeholders, e.g., foundations, businesses, libraries and literacy centers, health care providers.

Finally, the best source of information is often "word of mouth", to this end, the Project Director and Site Coordinators will regularly communicate with principals, school day staff, school board members, community providers, and parents to keep them informed with consistent, uniform communication.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Statutory Requirement 7: Please describe the transportation needs of participating students and how students participating in the program will travel safely to and from the center(s) and home. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

The Transportation Department serves the students of SAISD by providing safe transportation between school and home for those who are eligible to ride the bus, and all students in support of a range of extracurricular activities from academics to sports and music. Current plans for the SAISD ACE program do not involve providing transportation home at the end of the day. During the community evaluation, SAISD discovered that parents and families can arrange for student pick-up due to the extended hours of operation. The traditional need for transportation due to school hours conflicting with parents' and families' work hours is not as severe. Additionally, SAISD can provide transportation if campus staff and parents request it but will not use grant funds to provide this service.

Additionally, the SAISD ACE program does not have any feeder schools which require transportation.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Statutory Requirement 8: Describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Explain the policy for screening and placing volunteers. If the entity does not plan to use volunteers, please indicate that in the space provided. (Choosing not to use volunteers will not lower review scores).

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The SAISD ACE program will accomplish its goals of improving student outcomes by actively soliciting the participation of citizens of the SAISD community. Currently, each SAISD Parent Family Liaison works with the SAISD Governmental & Community Relations Department to ensure all volunteers have gone through a background check and have a volunteer form completed. The form is used to gather information regarding the volunteer's availability and interests which is compiled in a database. Currently, volunteers are an invaluable asset for afterschool programming at several campuses.

The ACE Site Coordinator and Family Engagement Specialist will work with each campus' Parent Family Liaison to create meaningful and productive roles in which volunteers might serve and to assist in recruitment of volunteers from the community.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Statutory Requirement 9: Describe a preliminary plan for how the community learning center will continue after funding under this grant ends, including how the resources provided by this grant will assist the program in local sustainability efforts. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

SAISD has a history of program sustainability and success in engaging in collaborative partnerships to help support and sustain programs. The District will develop partnerships from day one in preparation of the reduction in funding upon completion of this grant. SAISD will base future funding consideration using local funds on the evaluation of the program and associated project activities. The three known strategies to be explored will be: 1.) utilize City of San Antonio Extended Day Programming to continue funding the most successful aspects of the program, 2.) develop a pool of qualified, interesting volunteers to provide enrichment and academic activities, 3.) retain a Site Coordinator position at each campus to continue the administration of the program. The SAISD ACE Project Director will prepare during the 1st quarter of the project period, vet and refine during the 2nd and 3rd quarters, and implement at the end of the 4th quarter a sustainability plan that ensures the critical resources of the ACE upon completion of the grant.

Additionally, on Nov. 8, 2016, San Antonio ISD voters approved two separate ballot propositions to support school building renovations, 21st-century classrooms and increased academic support. Both the \$450 million bond and the Tax Ratification Election (TRE) to raise the District's Maintenance & Operations (M&O) tax rate by 13 cents passed with more than 70 percent voter approval. The increase in the M&O tax rate will bring in an estimated \$32.1 million in additional annual operating revenue, \$15.6 million from local taxes and an estimated \$16.5 million from the state. The additional revenue will support increased academic offerings for students, technology for the classrooms and upgrades to the learning environment. The focus of TRE-funded programs is centered around academic support, as well as 21st-century classrooms. The additional operating revenue allows SAISD to approach academic programs with the kind of creativity and innovation needed to ensure all students receive a quality education and are well-prepared for college and careers. Essentially, SAISD has the resources to truly consider funding aspects of the TRE which are deemed successful to improving student achievement.

SAISD is experienced in sustaining programs beyond the grant period of performance and the District's leadership is committed to funding projects that show positive results. Accordingly, the SAISD Board of Trustees provided a Letter of Sustainability which states the Board, "will review and consider the independent evaluation of program services and feedback received by campus principals in determining if the program should be considered for continued funding." The support of District leadership is crucial to continued funding as they are the supporters of District policy.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Statutory Requirement 10: Demonstrate how the proposed program will coordinate federal, state, and local programs and make the most effective use of public resources. In doing so, address how the program plans to supplement existing programs and services on the campus(es) to be served. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

The SAISD ACE project is committed to serving students who are most in need of academic support. Accordingly, it will coordinate activities with the Student Support Services Department, the department which manages the state compensatory education program for the District, to provide targeted recruitment and activities to "at-risk" students. The SAISD ACE staff will recruit students who are met one of the 13 criteria for identification as at-risk. The Project Director and Site Coordinator will work with each campus' State Compensatory Education (SCE) Coordinator, traditionally a Principal or Vice-Principal, to supplement interventions for the student. Supplemental services may include, but are not limited to the following: tutorials, computer-assisted instruction, STAAR and EOC remediation, goal setting sessions, study skill sessions, information meeting for parents, and individualized instruction.

Additionally, the SAISD Federal Programs Department provides support services and guidance to campuses and departments to help ensure that federal and state compensatory education funds are being used in a way that complies with established rules and regulations. It is the department's goal to maximize the use of federal funds to improve academic achievement among low-income students, as well as provide support services and guidance that helps improve instructional programs for children of migratory farmworkers and fishers through Title I, Part C funds. SAISD utilizes federal funds to provide a Parent/ Family Liaison (PFL) at each campus who support SAISD's Parent and Family Engagement Policy. The PFLs are engage families by hosting "coffee with the principal" meetings, hosting a parent resource room, and answering any questions parents may have. The SAISD ACE Family Engagement Specialist will meet with all campus PFLs to ensure they are aware of the SAISD ACE program and can guide parents to ACE program enrollment resources.

Also, each center receives funding from the City of San Antonio for the Extended Day Program (EDP) which provides academic and enrichment activities afterschool. SAISD will leverage these funds to provide a more engaging program at each center. The SAISD ACE program is more structured than the EDP program as more funding is available to provide staff, supplies, and enrichment activities. These additional resources will have a larger impact on the student achievement.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 015907

Amendment # (for amendments only):

TEA Program Requirement 1: Enter center-level information requested for each of the proposed centers.

	Name and physical address of center site:	The campus is (check all that apply):	Grade levels to be served (check all that apply):	
Center 1	Ball Academy	<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input checked="" type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR	<input type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6	<input checked="" type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12
	9-digit campus ID number:	015907-103		
	Cost per student	\$645		
	"Regular" student target (to be served 45 days or more annually):	100	Parent/legal guardian target (in proportion with student target):	60
		Feeder school #1	Feeder school #2	Feeder school #3
	Campus name	N/A	N/A	N/A
	9-digit campus ID number	N/A	N/A	N/A
Estimated transportation time	N/A	N/A	N/A	
Center 2	Cotton Academy	<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input checked="" type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR	<input type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6	<input checked="" type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12
	9-digit campus ID number:	015907-117		
	Cost per student	\$647		
	"Regular" student target (to be served 45 days or more annually):	80	Parent/legal guardian target (in proportion with student target):	48
		Feeder school #1	Feeder school #2	Feeder school #3
	Campus name	N/A	N/A	N/A
	9-digit campus ID number	N/A	N/A	N/A
Estimated transportation time	N/A	N/A	N/A	
Center 3	Harris Middle School	<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR	<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6	<input checked="" type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12
	9-digit campus ID number:	015907-047		
	Cost per student	\$647		
	"Regular" student target (to be served 45 days or more annually):	65	Parent/legal guardian target (in proportion with student target):	39
		Feeder school #1	Feeder school #2	Feeder school #3
	Campus name	N/A	N/A	N/A
	Estimated transportation time	N/A	N/A	N/A

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	9-digit campus ID number	N/A	N/A	N/A
	Estimated transportation time	N/A	N/A	N/A
Schedule #17—Responses to TEA Program Requirements (cont.)				
County-district number or vendor ID: 015907			Amendment # (for amendments only):	
Center 4	Name and physical address of center site:		The campus is (check all that apply):	
	Longfellow Middle School		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR	
	9-digit campus ID number:	015907-050	<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6	
	Cost per student	\$646	<input checked="" type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	"Regular" student target (to be served 45 days or more annually):		50	Parent/legal guardian target (in proportion with student target):
			Feeder school #1	Feeder school #2
	Campus name		N/A	N/A
	9-digit campus ID number		N/A	N/A
	Estimated transportation time		N/A	N/A
	Center 5	Name and physical address of center site:		The campus is (check all that apply):
Margil Elementary		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		
9-digit campus ID number:		015907-149	<input type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6	
Cost per student		\$646	<input checked="" type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
"Regular" student target (to be served 45 days or more annually):		115	Parent/legal guardian target (in proportion with student target):	
		Feeder school #1	Feeder school #2	
Campus name		N/A	N/A	
9-digit campus ID number		N/A	N/A	
Estimated transportation time		N/A	N/A	
Center 6		Name and physical address of center site:		The campus is (check all that apply):
	Neal Elementary		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR	
	9-digit campus ID number:	015907-155	<input type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6	
	Cost per student	\$646	<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	"Regular" student target (to be served 45 days or more annually):		130	Parent/legal guardian target (in proportion with student target):
			Feeder school #1	Feeder school #2
	Campus name		N/A	N/A
	9-digit campus ID number		N/A	N/A
	Estimated transportation time		N/A	N/A

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	9-digit campus ID number	N/A	N/A	N/A
	Estimated transportation time	N/A	N/A	N/A
Schedule #17—Responses to TEA Program Requirements (cont.)				
County-district number or vendor ID: 015907			Amendment # (for amendments only):	
Center 7	Name and physical address of center site:		The campus is (check all that apply):	
	Schenck Elementary		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR	
	9-digit campus ID number:	015907-164	<input type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6	
	Cost per student	\$650	<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	"Regular" student target (to be served 45 days or more annually):	115	Parent/legal guardian target (in proportion with student target): 69	
		Feeder school #1	Feeder school #2	Feeder school #3
	Campus name	N/A	N/A	N/A
	9-digit campus ID number	N/A	N/A	N/A
	Estimated transportation time	N/A	N/A	N/A
Center 8	Name and physical address of center site:		The campus is (check all that apply):	
	Hirsch Elementary		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR	
	9-digit campus ID number:	015907-137	<input type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6	
	Cost per student	\$649	<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	"Regular" student target (to be served 45 days or more annually):	100	Parent/legal guardian target (in proportion with student target): 60	
		Feeder school #1	Feeder school #2	Feeder school #3
	Campus name	N/A	N/A	N/A
	9-digit campus ID number	N/A	N/A	N/A
	Estimated transportation time	N/A	N/A	N/A
Center 9	Name and physical address of center site:		The campus is (check all that apply):	
	N/A		<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR	
	9-digit campus ID number:		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6	
	Cost per student	\$	<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):	
		Feeder school #1	Feeder school #2	Feeder school #3
	Campus name			

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	Estimated transportation time			
Schedule #17—Responses to TEA Program Requirements (cont.)				
County-district number or vendor ID: 015907			Amendment # (for amendments only):	
Center 10	Name and physical address of center site:		The campus is (check all that apply):	
	N/A		<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR	
	9-digit campus ID number:		Grade levels to be served (check all that apply): <input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6	
	Cost per student		<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):	
	Feeder school #1		Feeder school #2	
	Feeder school #3			
	Campus name:			
9-digit campus ID number				
Estimated transportation time				

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 015907

Amendment # (for amendments only):

TEA Program Requirement 2: Describe the proposed management, center operations, and corresponding budget plan. Explain how the plan will help meet the program objectives and student service targets. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

The SAISD Extended Day Department Director will provide oversight to the SAISD ACE program. The Director will be supported by a grant-funded Project Director to oversee the center operations. Additionally, each site will be staffed by one full-time Site Coordinator, retired teachers (depending on the size of the program), college students, and one or two part-time academic enrichment experts employed by the. SAISD ACE will maintain a 20:1 student to instructor ratio always. All 8 sites will share a full-time Family Engagement Specialist.

At each center, school year programs will operate for a total of 33 weeks, beginning on August 20th and ending on May 3. Programs will begin before or after school ends and run for a total of 15 hours per week, Monday through Friday. A sample program for after-school activities schedule is below:

	Monday	Tuesday	Wednesday	Thursday	Friday
Session 1	Academic activities (i.e. tutoring, etc.)	Academic activities (i.e. tutoring, etc.)	Academic activities (i.e. tutoring, etc.)	Academic activities (i.e. tutoring, etc.)	Academic activities (i.e. tutoring, etc.)
Session 2	Enrichment Activities	Enrichment Activities	Enrichment Activities	Enrichment Activities	Enrichment Activities
Session 3	Meal	Meal	Meal	Meal	Meal

At each center, summer programs will operate for a total of 6 weeks, from June 5 to June 30, and from July 10 to July 21. Programs will be offered for four hours per day, from 8AM – 12PM, Monday through Friday, for a total of 20 hours per week. Sample program schedule below:

Session 1	Session 2	Session 3
Thematic unit on a topic of social science, applied science, or literature.	Enrichment/health and fitness	Enrichment/health and fitness

The program design and delivery focus on beginning with an academic activity first. This could include tutoring, homework assistance, etc. The benefit of prioritizing academic activities first is that daily lessons are fresh in students' memory and providers can assist where needed. Additionally, providing enrichment activities during the second half of the program incentivizes students to stay through the program and rewards them with an activity they are interested. The design of this program ensures student participation requirements are met in the program and the services they receive are beneficial to their academic performance.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 015907

Amendment # (for amendments only):

TEA Program Requirement 3: Describe the proposed program evaluation plan, including a description of how program evaluation results will be used to improve program operations and quality. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

In addition to monitoring goal achievement, the following will be completed as part of the standard continuous improvement process: (a) Programming and activities at each center will be reviewed monthly by the project director, site coordinators, evaluator and compared to assessments of student progress to identify areas needing improvement, (b) Performance goals for regularly attending students will be evaluated every month by the project director, site coordinators, evaluators, and compared to attendance records and school achievement to identify needed supportive modifications, (c) Data entry and security processes will be reviewed during annual ACE staff training and will be monitored continuously by project director and evaluators, (d) Staff performance evaluations will be completed by the project director on the 12 month anniversary of employment and annually thereafter and evaluations will include identified training needs over and above mandatory ACE training, (e) Spending and progress toward budget will be evaluated by the project director and district fiscal staff every month. All the above activities will be documented, and results will be shared with TEA within stipulated timeframes. The project director with the assistance of the SAISD District Grant Department will lead staff in completing any required TEA reporting.

Finally, the systems and processes listed above will ensure adjustments to the program are data-driven and proactive. SAISD understands communication plays a key role in the success of any program and serves as the foundation for continuous improvement. Accordingly, the SAISD ACE program staff will facilitate two-way communication between parents/ staff and management. Actively soliciting input from parents/ staff will help tailor the programs to meet the specific needs of the students. Communication from management to parents/ staff will illustrate that management supports and values the program. Specific vehicles of communication will include updates to the SAISD website and each respective campus' website, social media, newsletters, and face-to-face interaction with parents and staff.

The project evaluator will work closely with the SAISD ACE staff to ensure that all necessary data is being collected in a timely manner and will provide ongoing feedback and continuous feedback. Monthly meetings will be held with the evaluators and project staff to review assessments and other identified markers that will be used in: continuous feedback to the project; assistance to the project staff in making any program changes; use of descriptive, qualitative and quantitative data for both formative and summative data analysis. In addition, a critical part of the evaluation will be assessment of the degree to which the various supportive measures and after school activities reach the targeted groups they are designed to help, how well they are implemented with respect to their design and adherence to the Logic Model, and important changes occurring with individual students during implementation. Individual student research questions will include: Are there greater numbers of students experiencing improvement; Are there greater % of students experiencing improvement; and are there greater amounts of improvements by students in general? Metrics that will be used (not all inclusive): grade analysis; school attendance; school discipline referral; course completion analysis; and achievement test scores. If provided with assistance from TX 21st Century will use a comparison group for program impact. Evaluators will submit all required reports to TEA in a timely manner.

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Schedule #18—Equitable Access and Participation				
County-District Number or Vendor ID: 015907			Amendment number (for amendments only):	
No Barriers				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Barrier: Gender-Specific Bias				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Cultural, Linguistic, or Economic Diversity				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 015907

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 015907

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 015907

Amendment number (for amendments only):

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Tuancy

#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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Schedule #19—Private Nonprofit School Participation

County-District Number or Vendor ID: 015907

Amendment number (for amendments only):

Important Note: All applicants (except open-enrollment charter schools and private nonprofit schools) must complete this schedule regardless of whether any private nonprofit schools are participating in the program.

Failure to complete this schedule will result in an applicant being disqualified.

Questions

1. Are any private nonprofit schools located within the attendance area of the public schools to be served by the grant? ☒ Yes ☐ No

- If your answer to this question is yes you must answer question #2 below.
- If your answer to this questions is no, you do not address question #2 or the assurances below.

2. Are any private nonprofit schools participating in the grant? ☐ Yes ☒ No

- If your answer to this question is yes, you must read and check the box next to each of the assurances below.
- If your answer to this question is no, you do not address the assurances below.

Assurances

- ☐ The applicant assures that it discussed all consultation requirements as listed in Section 1117(b)(1), and/or Section 8501(c)(1), as applicable with all eligible private nonprofit schools.
- ☐ The applicant assures the appropriate Affirmations of Consultation will be provided to the TEA Private Schools Ombudsman in the manner and timeline to be requested.
- ☐ The applicant assures that the total grant award requested on **Schedule #6—Program Budget Summary** includes any funding necessary to serve eligible students from private nonprofit schools within the attendance area of the public schools to be served by the grant.

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